

# ORGL 4690: Capstone Seminar [Term]

## Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

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**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messages tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/about/academic-calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

**ORGL 4690 Capstone** (3 credit hours). A capstone course in which students will demonstrate a comprehensive understanding of reflective learning, conceptual frameworks, goals of their own degree program and/or specialization within Organizational Leadership.

### Prerequisites:

- ORGL 3000, ORGL 3050, and ORGL 4000

### Course Learning Outcomes:

The following learning outcomes are expected for successful completion of the course:

1. Students will explain and analyze conceptual frameworks, reflective learning practices, and discipline-specific theories from courses in the students' area of concentration
2. Students will write critically and logically, applying theories of leadership to particular situations
3. Students will explain their own background as a learner and future career plans, considering social and environmental context, influences, and development of skills over time
4. Students will evaluate particular problems and case studies using problem-solving skills and self-analysis
5. Students will demonstrate a working familiarity with current research methods, citation styles, and presentation techniques

## Required Reading Materials (Found in Course Content)

There is no textbook required for this course. Readings are posted online within the course content. The following are the basic concepts covered in this course. You will notice the same literature sources were used in each of the previous ORGL reflective seminars; however, different elements of the frameworks were emphasized. The relevant concepts are embedded in the Learning Modules throughout the course.

1. Fiddler, Morris and Marienau, Catherine. 2008. "Developing habits of reflection for meaningful learning" in, S. Reed and C. Marienau (Eds.), *Linking adults with community: Promoting civic engagement through community based learning*. *New*

- Directions for Adult and Continuing Education*, 118. San Francisco: Jossey-Bass, 75-85.
2. Kegan, Robert, and Lahey, Lisa Laskow. 2010. "From subject to object. A constructive-developmental approach to reflective practice" (chapter 22, pp. 433-449). In, N. Lyons (Ed.) *Handbook of Reflection and Reflective Inquiry*. New York: Springer.
  3. Kolb, David. 1984. *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall
  4. Korthagen, F., and Vasalos, A. 2010. "Going to the core: Deepening reflection by connecting the person to the profession" (Chapter 27, in Lyons, Nona (Ed.), *Handbook of Reflection and Reflective Inquiry*. New York: Springer.
  5. Sullivan, W., and Rosen, M. 2008. *A new agenda for higher education: Shaping a life of the mind for practice*. San Francisco: Josey-Bass.

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the [eMajor Student Guide](#) for more information.

## Course Format and Requirements

### Teaching Philosophy:

My teaching philosophy is based on a constructivist theoretical perspective and the idea of pragmatism. Teaching and learning are affected by the lenses through which individuals view the material; thus, learning is constructed by many layers of individual experiences. The constructivist theory inherently includes the notion that students bring their own knowledge into every learning situation; thus, their learning is directly impacted by their previous knowledge and life experiences. Learning is a life-long journey; as such, it is important that new material that is learned has a practical application to one's life.

Pragmatism included in a teaching philosophy implies that learners should be directed to see how theories have real-world applications. It is the connection of theory to practice that provides clearer meaning for many learners. A teaching philosophy that includes a constructivist theoretical perspective paired with pragmatism would view the role of the instructor as that of a catalyst in assisting students to learn and to foster the placement of new information into their existing framework and provide pragmatic applications to better illustrate distant theories into practical scenarios.

## Course Instructional Methods:

This course is structured with weekly discussions and an additional assignment each week. The discussion can be found in the Discussion Forums, and the writing activities are available via the Assignments tool.

## Course Schedule:

**NOTE:** Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
<b>Module 1</b> <i>ex. 5/31 - 6/5</i>	<b>Critical Awareness and Barefoot Leadership</b> <ul style="list-style-type: none"> <li>Syllabus and Start Items Module</li> <li><a href="#">Introduction Notes</a></li> <li><a href="#">Story of Two Professionals Revisited (Kegan &amp; Lahey)</a></li> <li><a href="#">Reflection on Your Experience</a></li> <li><a href="#">Harvard Business Review article</a></li> <li><a href="#">Plan artifact collection</a></li> <li><a href="#">Discussion Guidelines</a></li> <li><a href="#">Citing Reflective Learning Sources</a></li> <li><a href="#">Citing Online Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>Review Syllabus and complete Start Items</li> <li><a href="#">Post Introductory Message in discussion board and respond to two of your peers</a></li> <li><a href="#">Discussion 1: Critical Awareness &amp; Barefoot Leadership</a></li> </ul>
<b>Module 2</b>	<b>Ethics and Decision-Making</b> <ul style="list-style-type: none"> <li><a href="#">Introduction Notes</a></li> <li><a href="#">Ethics &amp; Decision Making Notes</a></li> <li><a href="#">Fiddler &amp; Marienau - Conceptual Frameworks</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Discussion 2: Ethics and Decision Making</a></li> </ul>

<p>x/x - x/x</p>	<p><a href="#">Fiddler &amp; Marienau - Events Model</a></p> <ul style="list-style-type: none"> <li>• Review the <a href="#">Ethics Discussion Grading Rubric</a></li> <li>• <a href="#">Review for Quiz</a></li> <li>• <a href="#">Plan artifact collection</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Module 2 Quiz</a></li> </ul>
<p><b>Module 3</b></p> <p>x/x - x/x</p>	<p><b>Kolb Redux and Resumes</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction Notes</a></li> <li>• <a href="#">Kolb - 3 Phases of Reflection</a></li> <li>• <a href="#">Kolb - Focus to Abstract Conceptualization</a></li> <li>• <a href="#">Kolb - How We Learn</a></li> <li>• <a href="#">Harvard Business Review article</a></li> <li>• <a href="#">Resume Resources</a></li> <li>• <a href="#">Grading Rubric for Resume &amp; Cover Letter</a></li> <li>• <a href="#">Plan artifact collection</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion 3: Leadership Crucibles</a></li> <li>• <a href="#">Assignment: Resume &amp; Cover Letter</a></li> </ul>
<p><b>Module 4</b></p> <p>x/x - x/x</p>	<p><b>Promotions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction Notes</a></li> <li>• <a href="#">Kegan &amp; Lahey - Three Plateaus</a></li> <li>• <a href="#">Kegan &amp; Lahey - Three Phases</a></li> <li>• <a href="#">Kegan &amp; Lahey - Three Phases II</a></li> <li>• <a href="#">Harvard Business Review article</a></li> <li>• <a href="#">Prepare Knowledge Base Essay</a></li> <li>• <a href="#">Grading Rubric for Knowledge Base Essay</a></li> <li>• <a href="#">Plan artifact collection</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion 4: Promotions</a></li> <li>• <a href="#">Assignment: Knowledge Base Essay</a></li> </ul>
<p><b>Module 5</b></p> <p>x/x - x/x</p>	<p><b>Self-Awareness and the Authentic Leader</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction Notes</a></li> <li>• <a href="#">Korthagen &amp; Vasalos - The Feedback Loop</a></li> <li>• <a href="#">Korthagen &amp; Vasalos - The Onion Model</a></li> <li>• <a href="#">Korthagen &amp; Vasalos - Core Qualities</a></li> <li>• <a href="#">Harvard Business Review article</a></li> <li>• <a href="#">Plan artifact collection</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion 5: Self-Awareness and the Authentic Leader</a></li> </ul>
<p><b>Module 6</b></p> <p>x/x - x/x</p>	<p><b>The Imperfect Leader</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction Notes</a></li> <li>• Review reflective concepts</li> <li>• <a href="#">Harvard Business Review article</a></li> <li>• <a href="#">Plan artifact collection</a></li> <li>• <a href="#">Prepare Capstone Review Presentation</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion 6: The Imperfect Leader</a></li> </ul>
<p><b>Module 7</b></p>	<p><b>Capstone Review</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction Notes</a></li> <li>• Review reflective concepts</li> <li>• <a href="#">Prepare Capstone Review</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Capstone Review - Initial Discussion Post</a></li> <li>• Capstone Review</li> </ul>

x/x - x/x	<ul style="list-style-type: none"> <li><a href="#">Presentation</a></li> <li><a href="#">Learning Outcomes</a></li> <li><a href="#">Grading Rubric for Capstone Presentation</a></li> </ul>	Presentation (posted to Discussion Forum)
<b>Module 8</b> x/x - x/x	<b>Wrap up Notes &amp; Tasks</b> <ul style="list-style-type: none"> <li><a href="#">Wrap up Module 8</a></li> <li>Complete Student Evaluations</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Capstone Review - Comments and Responses</a></li> </ul>

## Grading and Standards

### Grade Breakdown:

GRADED ACTIVITY	Points	BRIEF DESCRIPTION
<b>Discussion (7)</b>	40 Points	<p>There are 7 discussions (6 @ 5 pts; 1 @ 10 pts). One, on ethical decision-making, carries a higher value than the other five discussions. Articles related to leadership development from <i>Harvard Business Review</i> are the basis of most of the discussions. Students will write at least two significant paragraphs on a given topic, with appropriate references.</p> <p>For all discussions, students are expected to post and respond to assigned topics in a timely and professional manner. Minimum requirements: fully address the discussion topic and respond/comment on postings of least one classmate. Students shall include references to the various course theories using their choice of citation format. Responses shall be substantive and not merely, "I agree" or "Good post." A Grading Rubric for Discussions, under Assessments (Nav Bar) in the course, is the basis for scoring.</p>
<b>Quiz (1)</b>	10 points	A brief quiz to test your understanding of the basic concepts and terms found in the reflective learning frameworks. You will be allowed ONE attempt and 2 hours to complete it.
<b>Resume</b>	20 points	Students will compose or re-work existing resumes demonstrating best practices in crafting a resume and cover letter. They may either compose a general or all-purpose resume or craft one for a specific position of their choice. They will also compose a cover letter to a prospective employer. The grading rubric is available under Assessments (Nav Bar) in the course.
<b>Essay (1)</b>	20 points	One 3-5 page essay, of approximately 500 words, is scheduled during the course (1 @ 20 pts). A narrated presentation video, within the module Content, detail the expectations of the assignment. A PDF of the video is in course Content as well. Specifics as to format, citation guides are provided in the Assignments folder. There is a specific grading rubric for evaluating the essay. Senior students are expected to write professionally, coherently and thoughtfully with few, if any, errors in grammar, sentence structure, and spelling. The essay must include in-text citations and a Reference or Works Cited page, properly prepared in a consistent citation style of the student's choice. The Reference page is not included in page count. The grading rubric for the essay is available under Assessments (Nav Bar) in the course.
<b>Capstone Review Presentation</b>	40 points	Students will develop a visual portfolio for the Capstone Review Presentation. It is an overview of work produced in the various ORGL seminars, courses in their area of concentration, from professional work or volunteer activities. They will produce

		documentation of progress and/or achievement of each of the four Learning Outcomes of the Organizational Leadership B.S. degree.
<b>Total</b>	130 points	

**GRADING RUBRICS:** Written work is graded based upon a rubric outlining expected criteria for each assignment. The rubrics are available for student review in the learning modules and under Rubrics in the Assessments (located on course nav bar) section.

**REFERENCES/CITATIONS:** There is no preference regarding citation style. You may use APSA, APA, MLA, AMA, Turabian or Chicago styles. However, citation style must be consistent throughout the paper.

### Grade Scale:

The ORGL 4690 Capstone will be graded using the standard A, B, C, D, F scale. In order to receive a C grade, students must achieve 70% average on course activities. Assignments are explained in detail in the learning modules.

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

### Grade Turnaround:





Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the [Turnitin Student Quick Start Guide](#). Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data

- false or misleading information in an academic context in order to gain an unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Discover an Error?**

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.